



AVANTI COURT

PRIMARY SCHOOL

Anti-Bullying Policy (with references to harassment)

Written by: The Senior Leadership Team and the school's PSHE Lead
Agreed and Ratified: January 2023
To be reviewed on: January 2024

To be read in the conjunction with:

- The Avanti Way
- Child Protection Policy
- Online Safety Policy
- School Behaviour Policy
- The Trusts Behaviour Principles
- PSHE Policy

1. Aims and Objectives

- 1.1 The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring, safe and calm environment, which is free from disruption and where education is the primary focus. Bullying and harassment is anti-social behaviour and can have serious consequences for pupil's mental health. Bullying and harassment is unacceptable and will not be tolerated. Only when all issues of bullying and harassment are effectively tackled and prevented will pupils be able to fully benefit from the opportunities available at school and fulfil their potential.
- 1.2 At Avanti Court we are here to ensure that: ***'Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place.'***
- 1.3 We promote the principles that we: ***'care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm.'*** And: ***'We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be.'***
- 1.4 The policy aims to produce a consistent school response to any bullying or harassment incidents that may occur.
- 1.5 We aim to make all those connected with the school aware and to make clear each person's responsibilities with regards to dealing and preventing incidents of bullying and harassment in our school.

2. Introduction

- 2.1 Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically, emotionally, sexually or through social media
- 2.2 Bullying may take many forms and can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or who has caring responsibilities. It can be motivated by actual differences between children, or perceived differences.

The main types of bullying are:

Emotional (verbal)	Being unfriendly, name-calling, insulting, threats, whispering about them in front of the victim, making racist or other deliberately hurtful remarks.
Physical	poking, pushing, punching, hitting, biting, kicking, hiding belongings or any use of violence

Racial and religious	making racial comments, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments or any inappropriate touching
Homophobic	Because of or focusing on the issue of sexuality including same sex parents
Direct or indirect	Name calling, spreading unpleasant stories about someone, talking/gossiping behind people's back and laughing at someone, excluding someone from social groups, in order to intimidate, sarcasm
Cyber-Bullying	internet, e-mail, text messaging, photograph misuse, misuse of social media, prank calls, misuse of apps

2.3 Bullying can have a devastating effect on individuals and can have a lasting effect on their lives well into adulthood. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. The imbalance of power can be physical or psychological (knowing what upsets someone), intellectual imbalance or the capacity to socially isolate.

2.4 Pupils who are being bullied may show changes both in their social and emotional behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in school.

All those connected with the school must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Where bullying is found to have occurred actions will follow in line with the behaviour policy. If bullying continues, the escalation process described in the Behaviour Policy will be followed.

2.5 Bullying outside the school:

If an incident of bullying occurs outside the school premises or online and it is reported to the school, it is important that it is investigated, and appropriate action is taken. This ensures that all pupils/parents receive a strong signal that bullying and harassment will not be tolerated and perpetrators will be held to account.

3. Implementation

3.1 Pupils should be encouraged to approach a member of staff if they are being bullied. They should understand that:

- ☐ It will be taken seriously

- ☐ It will be investigated, and appropriate action taken
- ☐ It will be recorded on CPOMS (Child protection online management system).
- ☐ Emotional support is available (see below)
- ☐ At school, all cases of bullying will be reported to the Designated Safeguarding Leads/Principal/Deputy Principal/Assistant Principal, who will work closely with the class teacher, and/or Inclusion Lead to establish the facts and liaise with the children and their parents.

3.2 Pupils who **have been bullied will be supported by:**

- ☐ Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- ☐ Pastoral support via the School Welfare Officer/TA mentoring (ELSA)
- ☐ Reassuring the pupil –by Members of the Senior Leadershipteam/School Welfare Officer/Inclusion Lead
- ☐ Offering short-term or long-term support (depending on individual circumstances)
- ☐ Restoring self-esteem and confidence using different programmes or referring to specialist support
- ☐ DSL and the Class Teacher working in partnership with the parents of the victim

The nature and level of support will depend on the individual circumstances and the level of need.

3.3 Pupils **who have bullied will be helped by:**

- ☐ Discussing what happened
- ☐ Discovering why the pupil became involved
- ☐ Establishing what they have done that is wrong and the need to change
- ☐ Discuss the effect it has on the other child
- ☐ Trying to establish the motivation behind the bullying
- ☐ Offering support
- ☐ Informing parents or guardians to help change the attitude of the pupil

3.4 Parents of all children involved will be kept informed on a regular basis and their support will be expected.

If bullying is persistent, the school will implement disciplinary sanctions. The consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.

Harassment

We use the UK legal definition to define harassment:

Harassment is unwanted behaviour which you find offensive, or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

Unwanted behaviour could be:

- ☐ spoken or written words or abuse
- ☐ offensive emails, tweets, or comments on social networking sites
- ☐ images and graffiti
- ☐ physical gestures (including sexual harassment)
- ☐ facial expressions
- ☐ jokes

It is important that children understand that they or others can change their mind about unwanted behaviour, for example, it should not be assumed that what was accepted yesterday will be accepted today.

Harassment is unlawful discrimination under the Equality Act 2010 if it's because of or connected to one of these things:

- ☐ age
- ☐ disability
- ☐ gender reassignment
- ☐ race
- ☐ religion or belief
- ☐ sex
- ☐ sexual orientation

The Equality Act calls these things **protected characteristics**. Harassment because of one of these characteristics is called **harassment related to a protected characteristic**.

Protecting children from bullying and harassment through our curriculum:

Our holistic curriculum, including PSHE, gives children the tools they need to:

- ☐ Identify safe, unwanted, and unsafe touch
- ☐ Understand their own personal boundaries - including body boundaries - and respecting those of others
- ☐ Develop the assertive skills they need to maintain their own personal and body boundaries and to support others to do the same.
- ☐ Understand the importance of consent and to know that it must be asked for as well as given – this could be through non-verbal as well as verbal forms of communication.
- ☐ To understand the consequences of their own behaviours for themselves and others, and to accept responsibility for their own choices.
- ☐ To recognise the safe people and places in their lives and to understand how they can seek timely, appropriate help safely.

- ☐ Learn about the differences and similarities between people, celebrate the uniqueness of themselves and others, and understand that everybody is equal.
- ☐ Respectfully listen to others but raise concerns and challenge points of view when necessary
- ☐ Negotiate and compromise to resolve disputes and conflict
- ☐ Embed a range of strategies to care for their physical and mental health
- ☐ Recognise some influences that can affect their health and wellbeing, in both positive and negative ways
- ☐ Develop a broad vocabulary to describe their emotions and understand that sharing their feelings is an effective way of managing them.
- ☐ To build respectful, empathetic relationships which enhance their lives.
- ☐ To understand that harassment impedes the right of others.

Rights Respecting:

As a Rights Respecting school, we support children's awareness of their human rights in partnership with UNICEF. Through our curriculum, we teach all pupils that respecting the rights of themselves and others is fundamental to making the world a better place. We ensure children understand how to protect their rights and those of others, and how to seek help if somebody's rights have been impeded.

All staff who work in our school are responsible for promoting the emotional well-being of individual pupils. They will:

- ☐ Proactively gather intelligence about issues between pupils, which might provoke conflict and develop strategies to prevent bullying occurrence in the first place and to create an ethos of good behaviour.
- ☐ Teach children what the right way to behave looks like
- ☐ Teach pupils to treat one another and the school staff with respect and to follow the Avanti Way

4. The Role of Staff

4.1 The Role of all staff is to:

- ☐ Listen to the children and give children the opportunity to discuss/share issues i.e. through use of thought boxes/worry catchers
- ☐ Create a safe, inclusive environment where pupils can openly discuss causes of bullying, without fear or discrimination
- ☐ To explain to children how our actions affect others
- ☐ Note changes in friendship groups
- ☐ Observe closely the socialisation of new pupils
- ☐ Identifying potentially vulnerable pupils

- ☐ Dealing with low level incidents effectively to avoid them escalating
- ☐ Check on patterns of attendance and lateness and sickness in school
- ☐ Note instances of withdrawn personality
- ☐ Act immediately on parent's suspicions, support staff advice, parent helper's advice
- ☐ Give pupils opportunity to discuss ideas/issues –issues which concern them and/or any current affair developments that children wish to talk about
- ☐ Discuss and teach children strategies on how to deal with incidents of bullying
- ☐ Be vigilant in areas which are not directly observable
- ☐ Note the occurrence of isolated pupils
- ☐ Observe inappropriate behaviour of pupils in the playground
- ☐ Listen to the children and act immediately

4.2 The Role of the Class Teacher

To include all the points above and in addition:

- ☐ Use specific organisations for help with problems, for example Stonewallfor LGBT
- ☐ Work with the wider community such as the police and children's services
- ☐ Raise awareness through PSHE, Circle Time, E safety and computing lessons
- ☐ Hold regular circle times/PSHE lessons
- ☐ Be suspicious of a sudden drop in achievement
- ☐ Be careful of unintended outcomes when choosing groups or when partner work is involved
- ☐ Talk to children about differences in lessons, assemblies, through dedicated events and projects
- ☐ Discuss differences that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related differences
- ☐ Teach children that using any prejudice-based language is unacceptable

4.3 The Principal/Senior members of staff

- ☐ Act immediately on parent's/pupil's suspicions
- ☐ Clarify the facts from all parties
- ☐ Keep a record of all incidents reported by teachers, parents and pupils
- ☐ Arrange support for both victims and bullies
- ☐ Discuss with staff suitable sanctions where necessary.
- ☐ Keep parents updated

4.4 The SSC/Trust

- ☐ Monitor incidents of bullying, harassment, extremist, homophobic and racist behaviour.
- ☐ Review effectiveness of the school policy annually.

5. The Role of all Parents/Families

We expect all parents/families to reinforce the value of good behaviour at home and to understand that bullying and harassment will not be tolerated. Avanti Court will share information about how we promote anti-bullying, as well as how incidents are reported and actioned. Positive messages about good behaviour and respect for others at home will be sent via the newsletter and shared via assemblies.

Parents/families must report instances of bullying if:

- They perceive their child is a victim
- A friend of their child is a victim
- Their child is involved in bullying
- If they consider themselves or another person to be a victim
- All information will, of course, be treated with the utmost discretion so that nobody will feel compromised by passing it on

6. The Role of all Pupils

- Care for each other and report any incidents of unkind behaviour or verbal abuse to any adult in the school
- Report bullying which occurs outside school including cyber-bullying
- Support the child who is the recipient of hurtful behaviour. BE A GOOD FRIEND. Remember it could be you
- Think before you say unkind words and be aware of how your behaviour may be viewed by others
- Never touch another pupil in an aggressive
- Do not leave other children out of social activity and make an effort to involve everyone whenever possible
- Do not suffer on your own. This is not 'telling tales'.
- Pupil Ambassadors are to act as role models to their peers and demonstrate the school's values.

7. As a school and through the curriculum

- Raising awareness through PSHE.
- Give opportunities for pupils to show their understanding through meaningful conversations
- Embed EHWP (Emotional, Health and Wellbeing) across the curriculum
- Raising awareness through assemblies.
- A culture and ethos of respect and equality.
- Working with families.

8. Monitoring, Evaluation and Review

The school will review this policy annually with all stakeholders and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. This policy should be read in conjunction with all the school safeguarding procedures and policies.

For help and advice on bullying and how to stay safe online, visit or call:-

- Childline 0800 1111
- www.antibullyingalliance.org.uk
- www.nspcc.org.uk
- www.bully.co.uk
- www.bullying.co.uk/cyberbullying
- www.connectsafely.org
- www.stonewall.org.uk
- ChildNet International
- Digizen
- Internet Matters
- Think U Know
- UK council for Child Internet Safety

